CHAPTER - II

Review of the Literature

2.1 Introduction:

Review of the related literature is one of the most important step in any type of educational research work. Its importance has been established by different researcher on the basis of their fundamental and original work. Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher.

Pre-primary education is not at all a very old system of education. Scientific approach toward this system of pre-primary education was started by McMillan sisters and afterward the system was developed gradually and it was noticed in the research work of different scholars of different places of the world. But still there was lot of scope to do something more for the pre-school children. In this respect western countries were going ahead in comparison to the eastern countries. But in India things were not going properly. Again if we observe the condition of pre-primary education in north-east region of India specially in Assam,
we will see a frustrating condition. Assam is very much lagging behind in respect to pre-primary education in comparison to the some other states of India. It was observed that few works were doing in Assam in some specific area of pre-primary education but no one was taken the area of organisational condition of pre-primary education along with the view points of teachers, parents and heads of the pre-primary school about pre-primary education for research purpose.

The pre-school is an important behaviour setting for many children and it is setting in which observations combined with experimental manipulations are carried out. There are many things that go on in the pre-school. The fleeting friendship, the early tussles, the beginnings of co-operation and hostility in social interaction. There are high general physical activities. There are varieties of toys and tasks that challenge the child's intellectual skills and curiosity. The amount of skill development between age 2 and 5 are enormous. Socially the child moves from solitary play to co-operative play. The child masters concepts and becomes aware of sex appropriate behaviour. The pre-school is also a planned environment.

Radical changes have undergone in the passing years about the notion of the child. The so called belief that the child is a miniature adult has no place at present. Rather child is an individual with different potentialities. It has been recognised by the biological, psychological and sociological researchers in the present years. The declaration by Ellen key that the twentieth century as the century of the child, sufficiently
proves the point.

The Declaration of the Rights of the child by the United Nations General Assembly on the 20th November, 1959 is a landmark change in the outlook about the child. The lines which run as follows:

"The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form. The child shall not be admitted to employment before an appropriate minimum age. He shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health, education, or interfere with his physical, mental or moral development".

2.2 Research on pre-primary education:

The amount of research work conducted in the western countries proves the slow progress in Indian soil. Few studies related to some important aspect of pre-primary education have been reviewed here.

Ruth Strang (1954), portrays the pre-school years thus: During the third, fourth and fifth years children grow rapidly—physically, mentally, and socially. They gather information and put together in to pattern of knowledge that serve their purpose. They began to work co-operatively with other children. In their play they show skill and ingenuity. These are years of flowering of the self. By the end of the pre-school years children will have gained enough independence and skill to hold their own in the
elementary school.

Bernstein, Smilanski, Hess and Shipman has showed the impact of disadvantage environment on children and when compared to the development of those blessed with better environment, the disadvantaged children show relatively poor stage of cognition verbal and attentional skills at the takeoff point of school entrance. These deficits lead to the researchers to advocate for proper compensatory educational programme for such children. (1960)

Hunt (1961) in early sixties come out with the provocative work on 'Intelligence and Experience' which, on the basis of both human and animal studies, showed that the development of intelligence was based on the interaction between genetic potential and the quality of environment.

Bloom (1964) has been shown that the most rapid intellectual development of the child takes place in his early years and environment factors play a key role in his development.

R. Muralidharan conducted one study on adaptive language, personal-social and motor development of children (1970) in the age group of 2½ to 5 years in the urban, rural and industrial areas in seven different centres of the country. (Ahmedabad, Allahabad, Bombay, Calcutta, Delhi, Madras and Hyderabad). Only the urban samples were drawn from the nursery schools. The study was done both longitudinally and cross-sectionally and the sample comprised more than 7000 children. The results showed that in language development rural children showed
late development by 1 to 1½ years in almost all tasks as compared to urban children. Children from industrial areas were found to be faster than rural children but slower than their urban counterparts.

Buck⁸, Mildred, R. Kennedy, Jane (1974) studied the social development and behaviours of the children of Saint Lotus Public Schools in Washington. The information regarding the intellectual and social competencies of the children was obtained from their parents with the help of B.K. parental check-list. The data was used to compare social and intellectual competencies of normal and educationally mentally retarded children.

American Alliance⁹ for health, physical education and recreation, Washington (1973) examined three aspects of elementary physical education. These aspects were (i) movement education (ii) perceptual-motor development programmes, and (iii) the multidisciplinary approach. It was observed that physical education is movement education. Its goal is to develop child's ability to adjust movements to different situations by activities like throw and move. It is suggested that physical education programmes should not be too formal and should encourage students to use a variety of motor patterns.

Hoopfner, Ralph, Fink, Arlene¹⁰ (1974) prepared an evaluative report on pre-school programme. This report describes the comprehensive evaluation study of the California state pre-school programme which involved elementary school children in educationally
disadvantaged areas throughout California. Various test scores of approximately 6000 children in Kindergarten first and second grade who had previously participated for at least a year in the state pre-school programme were compared to the scores of two other groups of children, those who were not graduates of any identifiable pre-school programme. Evaluation was based on student scores on the entry level test, cooperative primary test, attitude to school questionnaire, students productivity index and attendants records. Comparison were made between the performance, motivation, and productivity test scores of students.

Muthayya, Naidu, Ranga Charyula (1974) evaluated the child programme of child welfare in Andhra Pradesh and found — (i) the health programmes had fulfilled the felt needs of the villagers as they were able to avail of the facilities proximal to the village. Mahila Mandals and balwadis were not functioning in a co-ordinated way, (ii) the peoples participation in all the programmes was not encouraging as per the report of leaders, (iii) the beneficiaries had a favourable opinion of the educational programmes like balwadis and creches programmes, especially meant for working mothers.

Another study was undertaken by Muralidharan and Benerji (1975) on the effect of pre-school education on the school readiness of underprivileged children of Delhi. The study was an investigation into the effect of pre-school education as given by a public agency with its limitations of space play equipment and inadequate funds on a group
of underprivileged children entering primary school. The results showed that the group with pre-school education performed significantly better than the group without pre-school education.

Atre (1976)\textsuperscript{13} conducted a comprehensive study of the Marathi Bal Bharati vocabulary and the vocabulary of pre-school children and found that (i) the vocabulary of the Marathi Bal Bharati for Standard I consisted of 843 different words, (ii) of these 843 words, 687 words formed a part of the pre-school vocabulary whereas the remaining 156 words of doubtful status, (iii) in relation to Balbharati vocabulary, the pre-school vocabulary of rural children was smaller than that of urban children, (iv) there was no difference between the pre-school vocabulary of the children who had attended pre-primary classes and that of the children who had not.

Sing, Gopal and Murty (1978)\textsuperscript{14} conducted an evaluated study of Balwadis. The major findings of the study were—(i) reasons given by parents of beneficiaries sending their children to balwadis were attainment of 3 Rs followed by acquisition of good habits, development of creative abilities, personal hygiene, children being cared for in the absence of parents, provision of nutritional supplements, persuasion by others and advantages for later schooling. 42.7 per cent parents of non-beneficiaries did not give any reason for not sending their children to balwadis, other indicated lack of escort, parents lack of interest, inaccessibility of balwadis and inability to bear expenditure as some of the reasons, (ii) A majorities of balwadis run by the ICCW in Andhra Pradesh had no provision for
outdoor play, creative handwork, drawing, painting and nature study, (iii) as many as 69 per cent of teachers reported that children of balwadis learnt easily in primary schools and three-fourths of the teachers in Andhra Pradesh and Karnataka said children were also more regular and punctual, more neat and clean, with better socialization, adjusted easily in schools and showed easy of learning.

Stabile, Carole Cummings (1978)\textsuperscript{15} conducted a study on pre-school education in the Union Territory of Delhi. This study gives an overview of education in India from ancient times to the present and present data from brief visits to seven schools which provides early childhood education in the Union Territory of Delhi. The schools visited were either parochial, public, government corporation or private schools. Data collection problems (including time limitations and teacher apprehension) are noted. The programmes are described and a brief discussion of the relation of programme effectiveness and programme goals is given. It is concluded that the emphasis on early childhood education in India is likely to remain strong.

Ramkumar (1979)\textsuperscript{16} in his study found that the number of privately managed pre-primary schools were more, and in recent times there had been an increase in their number, (i) most of the aided and unaided institutions were run by religious organisation or societies, (ii) mostly females teachers were employed and they were trained either in nursery education or kindergarten methods and had a minimum qualification of SSLC, (iii) physical facilities and amenities like water and electricity were
limited, (iv) there were no separate rooms for taking lunch, and the children were asked to take it in the school corridors and class-rooms, (v) the duration of pre-primary courses was three years, (vi) parent-teacher meeting were held at the end of the year and they seemed to be not very effective, (vii) financial benefits to the teachers were limited; very few schools were having the system of provident fund, insurance and pension.

Yeli (1979)\(^\text{17}\) conducted a critical study of pre-primary education in Karnataka. The important findings of the study were—(i) the nursery type schools dominated the entire fabric of pre-primary schools in Karnataka; (ii) most of the pre-primary schools did not have their own buildings. The situation was even more acute in the rural schools and those in hill situations, almost all the schools did not possess playground, garden and modern amenities necessary for any pre-primary schools; (iii) many schools did not have proper facilities for indoor activities and library facilities for teachers; (iv) the pupil-teacher ratio in the pre-primary schools was approximately 46 per cent, only 35 per cent schools sent progress reports to parents; (v) the average percentage of the schools having parent-teacher association was not very high.

NIPCCD (1980)\(^\text{18}\) conducted a study on pre-school education and their major findings were—(i) the majority of the Anganwadis (90) were located at sites that were easily accessible to children; (ii) no separate kitchen, toilet or water service was found in majority of the centres; (iii) play space in 83 per cent of the Anganwadis was insufficient; (iv) all the respondents were aware of the ICDC programme—two major...
components of the scheme, nutrition and pre-school education; (v) A significance increase in the attendance was found at meal time as compared to that during the pre-school activities; (vi) children who attended the Anganwadi dressed well, and children in urban and rural areas were cleaner than tribal children.

Rao (1980)\textsuperscript{19} studied the effect of pre-school education on primary and secondary school education and investigated that—(i) the achievement of the children with pre-school education was higher than that of the children without such education in Class I Telegu and Mathematics and Class VII English and Telegu; (ii) the scores of Class III and VIII Telegu vocabulary scale and Class VIII for Telegu handwriting scale did not differ from those of the children who did not receive such education; (iii) regarding personal and social characteristics, the children who had the benefit of pre-school education were superior to those children who did not receive any such education in respect of picture drawing ability, punctuality and participation in games and sports.

Banu (1980)\textsuperscript{20} conducted study on 'A critical evaluation of problems of balwadis and anganwadis in Simla district and concluded that—(i) Except one balwadi all had at least one room but dining facility, bathroom facility, playgrounds and drinking water facilities were not up to the mark in many balwadis. Some of the students i.e. 261 have to walk more than one kilometre distance for attending the balwadis which is not very fair. Most of the balwadis were suitably located. The strength was satisfactory. (ii) The furniture was deficit in most of the balwadis and
need to be provided adequately. (iii) In most of the balwadis, the teaching aids were available but in some of them they were conspicuous by their absence. (iv) The cooperation from panchayat, primary health centres, educational institutions, mothers and the village people was satisfactory, in case of the most of the institutions. However it needs to be improved in case of a few. (v) The anganwadi programme is not yet in a full operation in this district and thus could be evaluated in a systematic way.

Seshamma and Karanam (1986)²¹ studied the attitude of pre-school teachers towards pre-school education programme and found that—(i) A majority of the teachers in all set up considered play as very essential. (ii) Almost 97 per cent accepted play as essential, 80 per cent had positive attitudes towards water play, sand play, organised play activities of the 35 anganwadis surveyed, 27 emerged as ‘B’ grade and 8 as ‘C’ grade on the basis of the scores on pre-school evaluation scales.

Duhan and Kaur (2000)²² studied ‘Behavioural problems among the pre-schoolers: Emergent need for counselling’. This study reveals that family was the main source of child’s formation of behaviour pattern. The parental attitude and behaviour towards child, their relationship with in family all made important contribution in moulding child’s personality and behavioural pattern and emotional reacting in specific. Thus the parent should realise the importance of parenting style and agencies involved in community development should stress upon appropriate parenting in community development strategies.
Pre-school education in North-East Region specially in Assam is still in a backward position. Some research work has been done by some educationist of the region but that were not enough to get a clear picture about the pre-school education system of the area. Few of the said studies were such as—

Gauri Deka (1982) conducted a study on organisation of pre-primary education in Assam. The study analysed the objectives, activities and the routine of the various type of pre-school institution namely, Nursery school, Kindergarten, Montessori schools and Balwadis. The tool used was a questionnaire embracing the different aspects of pre-school education. She found that—(i) These did not exist a definite set of objectives for pre-school education. (ii) There was no clear policy or direction by the state government in respect of pre-school institution. (iii) A number of shortcomings including (a) lack of coordination of activities by pre-school institution, (b) shortage of competent qualified and trained educational administrators, (c) absence of proper health care, (d) prevalence of uncongenial environment conditions, (e) inadequate facilities for the training of personnel for pre-school education for long term as well as short term course, (f) high child-teacher ratio and (g) near-existence of children’s books and teacher’s manuals and other teaching aids especially in Assamese language, were revealed.

Sudhir Chandra Acharjya (1983) made a study on the development and problems of pre-primary and primary education in
Tripura and Cachar. He also made an attempt to evaluate the standard of pre-primary education in the two areas. The study mainly revealed that—

(i) As a result of the introduction of different schemes and due to the provision of increasing outlay in successive plan periods, there had been rapid expansion of pre-primary and primary education in Tripura and Cachar in all the major sectors such as the number of schools, teachers and children. The scope of training and administrative machinery was enlarged. (ii) During the first 20 years of independence the progress was most remarkable. In Tripura in 1947, 8 per cent of children of school going age attended schools and 20 years later the percentage had increased to 86 per cent and was expected to be 96 per cent in 1978-79. (iii) This rapid qualitative expansion has given rise to a number of problems. Some of the important problems of single teacher school, lack of properly qualified and trained teachers, lack of incentives in the schools, absence of adequate schools, community relation, problems of accommodation for teachers, weak supervision and administration. (iv) The availability of text books in Tripura and Cachar left much scope for improvement.

Another investigation was conducted by Kusume Goswami (1987) into the problems of working mothers and their impact on their pre-school children, with special reference to the city of Guwahati. The study revealed that (i) There was a multidimensional impact on children of working mothers. The most vulnerable-section was the low paid and illiterate working mothers who were as ignorant of the importance of adequate child care as they were unaware of the facilities available. (ii) Their children were brought up amidst poverty and ignorance. (iii) The working
women suffered from anxieties and tremendous strain because they had to harmonize the two roles of mother and worker.

J. Baruah (1988) was also undertake another study on the topic of 'An Evaluation of Pre-school Institution in Assam' with special reference to teaching methodology. The objectives which were related with a review of pre-school programmes in the state of Assam and to know its status in general. She also tried to make an in-depth study of the existing methodology in the pre-primary schools of Assam. The other objectives were to identify the problems experienced by the teachers and to know their views while implementing pre-school services to the beneficiaries and to know the awareness on the part of the parents on the impact of pre-school education for the healthy growth of children. Baruah suggested modifications in the implementation of strategies for making the organisation more effective and for ensuring proper utilization of the benefits by the beneficiaries.

Ms Gayatree Goswami (1994) studied about the social development of the pre-school children. Her subject was on 'A study on the impact of pre-school education on the social development of children between the age of 3 and 6 years. Her objectives were such as (i) To find out whether pre-school attendance help in fostering social development of children. (ii) To find out whether there exists a significant difference in the social behaviour of school going children as compared to the non-school going children. (iii) To find out differences, if any, in the social behaviour of boys and girls. (iv) To find out whether there is any relationship between the socio-economic status of parents and the social
development of children. (v) To find out the role of play in the socialization of the pre-school child.

The analysis of the data has brought to light several factors which leads to the following conclusion:

1. The pre-school institution play an important role in socializing the child.
2. School attendance has a positive influence on some aspects of social behaviour.
3. Play fosters the social development of children.
4. Children who attend pre-school have been found to form adequate friendship as compared to children without this pre-school experience.
5. Boys have been found to be more aggressive than the girls.
6. Play becomes increasingly sex appropriate.
7. Different levels of socio-economic status offer children different experiences leading to social differentiation.
8. The finding of the study have revealed that children from disadvantaged homes do not experience the required stimulation needed for social development.

2.3 Justification of the study:

The research work has been justified on the ground that no such clear study has been undertaken in the North East of India. No doubt, some studies in different related field made by concerned researcher but
The importance of pre-primary education is gradually increasing and it is proved that this education cannot be neglected any more. Foundation of life largely depends on this level of education. Teacher, parent and head of the pre-primary school are three very important factors and their views regarding the said education is very significant for the proper success of pre-primary education. So the present investigator was given stress on the structural condition of pre-primary school along with the views of the above mentioned three factor, because on the sound system and clean views of concerned people are very much important for the proper development of the pre-school children.

The study undertaken is expected to bring to light many hidden facts of pre-school education, mainly organisational set-up, teacher, parent and head of the institution's view points. The findings will definitely help in total system of pre-primary education.
References:


46


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